



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Perkins V: An Introduction



Introductions

- Dr. Melissa K. Wlodarczyk Hickey, Director
- Mr. Harold Mackin, Education Consultant
- Mrs. Suzanne Vita Loud, Education Consultant

Webinar Targets: Perkins V Transition Year 2019-2020

- Review Perkins V funded Clusters, Pathways, and Programs of Study;
- Define pertinent terms regarding Perkins V Accountability and Special Populations;
- Examine new size, scope, and quality criteria; and
- Explore next steps for 2020-21 regarding working with stakeholders and examining Connecticut workforce needs.

Perkins V: Rethinking CTE

The passage of Perkins V provides new opportunities to improve Career and Technical Education (CTE) and enables more flexibility for Connecticut to meet the unique needs of our learners, educators and employers.

The 2019-20 school year will be a transition period, with full implementation of Connecticut's State Plan under Perkins V in the 2020-21 school year.



Connecticut Career Clusters

Career Clusters Supported with Perkins V Funds

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business Management and Administration
- Education and Training
- Finance
- Health Science
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics



Career Pathways

What is a Career Pathway?

A career pathway is a coordinated program of rigorous, high-quality education and work-related training that aligns to industry needs and advances students in their career of choice.

What should a Career Pathway include?

- Coursework aligned to rigorous academic standards and national industry standards;
- Opportunities to earn college credit in high school;
- Opportunities to earn Industry-Recognized Credentials of value;
- Embedded instruction in cross-sector employability skills and leadership competencies; and
- A continuum of work-based learning experiences.

Programs of Study

What is a program of study (POS)?

The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, regional, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.



Perkins V Elements of Emphasis

- Industry Recognized Credentials (e.g., Pre-apprenticeships, Para-Pro, ServSafe, NIMS, CNA, Pharmacy Technician, ASE)
- Dual Concurrent Enrollment (e.g., College Career Pathways Program, High School Partnership Program, Articulation Agreements, Early College Models)
- Work-based Learning (e.g., Cooperative Work Education, Pre-apprenticeship, Supervised Agricultural Experience, School-based Enterprises, Service Learning, Simulated Work Environment)

Perkins V Accountability

Technical Skill Attainment Core Indicator: students who have successfully completed two (2) CTE courses.

CTE Concentrator:

At the **secondary** school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program of study.

At the **postsecondary** level, a student enrolled is an eligible recipient who has

- Earned at least 12 credits* within a career and technical education program or program of study; or
- Completed a program that includes fewer than 12 credits or the equivalent in total.

*minimum of one CTE course



Perkins V Special Populations

Meeting the needs of all students:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals;
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who is a member of the armed forces and is on active duty.



Secondary Size and Scope

Size:

- Offer at least three (3) of the 12 funded Connecticut CTE Career Clusters
- Qualify for a minimum allocation of \$15,000 or join in a consortium

Scope:

- Offer a minimum of one (1) CTE pathway in each funded Connecticut CTE Career Cluster
- Coordinate secondary and postsecondary education programs through programs of study
- Provide students the opportunity to earn an industry-recognized credential
- Establish a minimum of one (1) Career and Technical Student Organization (CTSO)

Secondary Quality

- Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
- Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program's occupational area.
- Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Complete work place safety training for students and staff.

Secondary Quality

- Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Size, Scope, and Quality Secondary (Middle School)

CTE middle school (grades 6-8) programs may be funded with the following restrictions:

- A maximum of 10% of the total District Perkins allocation or \$3,000, whichever is greater.
- The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
- Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.



Postsecondary Size and Scope

Size:

- Offer at least three (3) of the 12 funded Connecticut CTE Career Clusters
- Qualify for a minimum allocation of \$50,000 or join in a consortium

Scope:

- Offer a minimum of one (1) CTE pathway in each funded Connecticut CTE Career Cluster.
- Provide high-quality CCP programs that align secondary and postsecondary CTE by:
 - Allocating a minimum of \$20,000;
 - Allotting of a minimum of 5% towards professional development -
 - Utilizing each high school student success plans (SSP) to coordinate programmatic decisions and seamless transitions.



Postsecondary Quality

Quality:

- Demonstrate the need for a CTE cluster, pathway, and program or program of study
- Document CTE advisory committee meetings.
- Meet at least 90% of the required level of performance for any of the core indicators.
- Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

Perkins V Local Requirements for 2020-2021



Thinking Ahead

During the 2019-20 school year, eligible secondary and postsecondary applicants should begin the process to plan for the upcoming 2020-21 Perkins V requirements that include gathering stakeholder input and analyzing Connecticut Labor Market Data.

1. Perform a local comprehensive needs assessment that will inform the CTE programs and activities to be funded.
2. Collaborate with local workforce development boards and other local workforce agencies and partners to provide career exploration, development and employment opportunities.
3. Organize system of career guidance and academic counseling.
4. Prepare, promote, and provide special populations equal access to CTE.
5. Use Connecticut Department of Labor data and Connecticut Workforce Development Data to guide program development.



Thinking Ahead

Secondary Levels of Performance:

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Postsecondary Placement
- 4S1: Non-traditional Program Enrollment
- 5S3: Program Quality – Participated in Work-Based Learning

Postsecondary Levels of Performance:

- 1P1: Postsecondary Retention and Placement
- 2P1: Credential, Certificate or Diploma
- 3P1: Non-traditional Program Enrollment



Thank You

In the next year the CSDE will be offering opportunities for stakeholder feedback regarding Perkins V. Please email if you are interested in participating in a stakeholder group.

If you have any questions regarding Career and Technical Education or Perkins V, contact:

- Melissa K. Wlodarczyk Hickey at Melissa.Hickey@ct.gov;
- Harold Mackin at Harold.Mackin@ct.gov; and
- Suzanne Vita Loud at Suzanne.Loud@ct.gov.